

School Activities



The Official Banner—Okmulgee High School, Okmulgee, Oklahoma



"The Echo" Staff—Junior High School, Frankfort, Illinois

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School Activities

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CONTENTS

As the Editor Sees It	82
Who Participates in College Student Activities?	83
<i>Adelyn Hollis</i>	
Commensurate Social Functions Should be Planned	86
<i>Gladys Overfield</i>	
Secret Societies Existing Now in a Certain High School	87
<i>Nancy Garbutt</i>	
Staff—Steps to the Future	89
<i>Dorothy D. Kelley</i>	
“Should the United States Withdraw from the United Nations?”	91
<i>Harold E. Gibson</i>	
What Does It All Mean?	95
<i>Charles E. Forsythe</i>	
Extra Pay Versus No Extra Pay	97
<i>Gladys Benerd</i>	
“That’s the Spirit”	100
<i>Mrs. C. L. Pennington</i>	
What You Need	102
Assembly Programs for December	103
<i>Una Lee Voigt</i>	
News Notes and Comments	107
How We Do It	109
Comedy Cues	112

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As the Editor Sees It



Very often non-coaches and non-players wail about the game of football, but rarely does a coach tell what's wrong with it. Hence, when an experienced football coach (Don Group, South Hills High School, Pittsburgh, Pennsylvania) writes on the topic, "I'm Through With High-school Football" (*Saturday Evening Post*, October 11, 1952), he should be listened to—by both antis and pros. This article should be required reading for every high school teacher and administrator, AND school board member.

Quite a number of high schools have organized a "football course" for all students, in the form of an assembly program. (The University of New Hampshire has a compulsory one-game "course" for all freshmen). The program is held in the gymnasium, with uniformed teams. The coaches explain the fundamental offensive and defensive plays, rules, violations, and officials' signals, and the players demonstrate and illustrate these. The cheerleaders give the lesson in spectator sportsmanship. Such a program should be a "must" for all schools playing football.

Although it is now a little late for a school to plan such a program for football, it is not too late for it to begin to plan such a program for basketball.

A student council should evaluate most carefully all of its opportunities for community activities, many of which pay a low educational return on the time and effort invested. Of course, nearly all such activities do have some public relations value. However, usually, this value alone is not sufficient justification for them. The activity must have vital, we repeat, vital, educational value for the students, both council members and non-members.

In a certain student council workshop three of the participants violated decency by their actions. The sponsors turned the matter of disciplinary measures over to the members of the workshop, and these voted to send the three boys home. It was a good lesson for everyone

concerned, and ample proof that the other council members had a functional sense of responsibility.

And while we are on the subject of workshops and conferences, here's a tip to organizers—keep discussion groups small, say 15-25 members. A crowd of 100 students is an audience, not a discussion group. A small group increases the students' responsibility for active participation, and provides the opportunity for it, thus making more certain of personal and local-school application. Further a small group discourages "sleepers," of which, we are sorry to relate, there are some in every workshop.

According to The American Hobby Federation, stamp collecting, which formerly ranked at the head of the list for children 8-16 years old, has dropped to sixth place. It is expensive, and stamp collections cost more than they can be sold for. Collecting seals and labels is now in first place because "these are just as colorful in scrapbooks and cost nothing." Creative hobbies, such as painting, model making, and photography, are increasing rapidly in popularity.

Probably the resurgence of dueling in German universities (illegal and forbidden) is due mainly to: (1) the lack of an attractive and profitable program of extracurricular activities, and (2) the influence of the alumni of the armed fraternities who glorify these "affairs of honor." As in America, undirected and misdirected alumni represent a serious handicap to educational progress.

Incidentally, in talking with a number of hideously slashed students and adult citizens we were always shocked by their conception of "honor," and also by the downright silly circumstances (often deliberately planned) that lead to their duels. All but two of these individuals were certain that their "scars of honor" were justified, and were proud of them. Apparently, the more scarred the duelist is the more successful he has been in "upholding our sacred honor." Phooey!

Campus survey reveals interesting facts that may be valuable in the promotion of more and better activities for greater student participation.

Who Participates in College Student Activities?

PERHAPS YOU TOO HAVE QUESTIONED: What students are we reaching through our activity programs? Are there certain factors that contribute to participation and nonparticipation? A study was made of 517 women students at Michigan State Normal College, Ypsilanti, Michigan, one part of which was to determine factors that were related to participation in student activities.

Before the above questions could be answered certain measures had to be established. Since membership in an organization does not always indicate the degree to which a student takes part, a Participation Index was devised to measure participation in terms of the hours of time spent in each organized campus event. The girls in the dormitories recorded, by means of this Index, the amount of time spent for four weeks in organized, noncredit activities. Individual student responses revealed that many women had never realized how much, or how little, of their time was actually spent in student activities. Some of them expressed the thought that keeping the Index had been helpful to them in budgeting their time in relation to the total amount of time spent in all college affairs, such as academic and personal, as well as in student events.

The eleven specific types of activities considered were: class, club, Women's Recreation Association, college (college sponsored dances, assemblies, athletic games and the like), drama-music, dormitory, fraternity (social events attended by invited women students), honor and professional fraternity, religious, sorority, and student government events. In addition the four general types of activities examined were:

Our Cover

The upper picture was contributed by the Okmulgee, Oklahoma, High School. It shows the new official banner or flag of the high school as it is being presented to members of the student council.

The lower picture was contributed by the Junior High School of Frankfort, Illinois. It shows the Journal staff at work on a new issue of "The Echo," official publication of the Junior High School in their special room.

ADELYN HOLLIS
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(1) "Educational," such as business meetings, demonstrations, discussions, educational movies or trips, lectures or vespers; (2) "General" events that for the most part were not sponsored by any one student organization, such as all-school assemblies and football games; (3) Physical "Recreational" activities that involved instruction in a physical skill; and (4) "Social" events as dances, teas, receptions, luncheons, dinners, hayrides, or parties.

Factors Related to Participation

The first factor considered was the year in college. Here it was found that the Freshmen and Sophomores spent less time than the Juniors and Seniors in student activities. In line with the investigation of the influence of the year in college upon participation it was felt that semesters in residence on campus were equally important. Many students were transfers and although it was their first semester on campus these students might be upperclassmen. The results disclosed that those on campus one through three semesters spent less time in activities than did those students in residence four through eight semesters. Thus, the results of the year in college and semesters on campus were somewhat similar. Faced with these facts perhaps we need to make a more concentrated effort, not only during Orientation Week, but during the follow up weeks and months, to assist "new" students to become more effectively acquainted with student activities.

Closely related to the above factors was that of age. The majority of the students in the study were between twenty and twenty-two years of age. It was these students who spent more time in student events than did those who were younger or older than this age group. The resultant question was: Were we offering types of functions that appealed to the younger and the older students?

Student activities, in the majority of educational institutions, are not a part of the academic

curriculum. However, there is no sharp dichotomy between the goals of education inside or outside of the classroom. The differences are often not as much in program content, or particularly in methodology, but the dividing lines are drawn on the basis that student activities are voluntary and that they are not taken for credit. Two factors based upon credit load were considered. Those students who did not carry any extra hours of activity credit—credit given for certain classes in the Music and Physical departments—spent less time in total student activities. In fact those students who carried the greatest number of hours of activity credit had the highest participation scores.

Similar results were found when the academic load was investigated. Girls who were carrying over, or at least the average academic load, spent more time in student activities than students who were carrying under the average academic load. Heavier activity and academic credit loads seemingly did not interfere to any marked degree with time spent in noncredit activities.

It was interesting to note the influence of curriculums upon time spent in total activities. Students in Occupational Therapy, Special Education, Physical Education, and Music curriculums spent more time in student activities than did those students who were majoring in Library Science, Early-Later Elementary and State Limited, Business, Art, Home Economics, Speech, Nonteaching, and Junior-Senior High School curriculums. Perhaps, we who are concerned with the administration of campus student activities should work even more closely with certain campus departments and advisers in these departments.

Occasionally students who earn even part of their own expenses are particularly careful with their money, and do not feel they can take part in some student affairs as freely as those who are not financially restricted. In the present study there were 38 per cent of the girls who were working for their college expenses. Would these people who were spending extra time working be able to take part in student functions? The students who spent less time in student events, in comparison to the average amount of time spent by the entire group, were those who didn't work, those who worked only one to four hours, in addition to those who worked the greatest number of hours per week, i.e., twenty-one to twenty-

four. In other words working between five and twenty hours per week did not adversely affect total participation scores.

There were some students who were not working during the regular school year, but who worked during vacation periods to earn all, or part, of their college expenses. When this total number were considered there were almost 50 per cent who earned some part of their college expenses. The students who spent less than the average amount of time in student events were those who did not earn any per cent of their college expenses and those who earned between 75 and 100 per cent. Seemingly those who earned up to three-quarters of their own expenses spent as much time, or more, in campus affairs as the average student spent.

Campus clubs that are associated with churches in the city sponsor many events that are primarily for the students who are affiliated with, or express a preference for, the respective denominations. Students who had no church preference, and those who indicated preference with no affiliated clubs on campus, spent a little less time in total participation than students whose preferred church had a club on campus. Perhaps we need to expand the number of student religious groups on campus, or to have more nondenominational religious groups. The least we can do is to experiment, is a hackneyed expression, but it still has merit.

Since many campus events take place week-ends, an attempt was made to determine if there were any relationship between staying on campus week-ends and participation in student activities. Those girls who were off campus three or more week-end nights per month spent less time in participation than those who remained on campus every week-end or were away only one or two nights per month. Remaining on campus week-ends seemed to be closely associated with time spent in student activities.

An incidental finding was that the 21 per cent who lived within a sixty-two mile radius of campus went home five to eight week-ends per month while 79 per cent who lived over seventy-three miles from campus went home either not at all or up to four week-ends per month. There seemed to be some relationship between the number of week-end nights spent off campus and the number of miles the student lived from home.

The data revealed that the majority of the girls who were off campus for the week-end said they, "Went home." Some of the reasons given were: anniversaries and special occasions, boy friend at home, family guests or responsibilities, financial, and "Went shopping." It is problematical whether any type of campus function would keep a student on campus, who lived nearby, whose personal needs were met at home.

Slightly over one-third of the women who took part in the study were members of social sororities. These sorority members spent more time in total student activities than did non-sorority members. When types of activities were considered, sorority members spent more time in "Educational" and "Social," approximately the same amount of time in "General," but spent less time in physical "Recreational" events than the average student. Underparticipation in total campus activities seemingly did not stem from the group of students who were sorority members. However, there may be a need for sorority members to balance the type of activities in which they participate.

The students who took part in this study also kept a record of time spent in committee-officer work in the various organizations. Those who spent over the average amount of time in committee and in officer work spent almost twice as much time in total activities as those students who either did no extra organizational work or who spent below the average amount of time in such work. Students who spent over the average amount of time in committee and/or officer work were also well over the average of all the respondents in the four general types of activities, "Educational," "General," physical "Recreational," and "Social." Perhaps this gives us evidence that a method for obtaining more active participation is to have organization members take a greater share in the outside work of the organizations.

During the past two and one-half decades other studies have been made concerning participation in student activities in relationship to grades or scholastic index. Although there has been disagreement, the majority of investigators believed that the academic record of those who took part in student activities was not adversely affected by such participation. In this study the correlation between the amount of time spent in total participation and students' scholastic index (honor points divided by the num-

ber of hours of academic credit) was found to be low. Of course neither of these factors can be considered causal.

Another question that arose when the investigation was in its initial stage was: Do students who take part in one activity to an average degree, or over, also take part in additional campus activities. It was thought that perhaps students might limit themselves to one major campus activity. It was found that the majority of the students who spent at least an average amount of time in one activity also took part in other campus events. There were a few exceptions to this, namely: students who were active in honor and professional fraternity activities did not take part in class or in men's social fraternity functions, and the same was also true since those who spent over the average amount of time in class and men's social fraternity functions also did not take part in honor and professional fraternity events.

At many student meetings we have heard, "Why don't they take part?" Many girls answered this question in the present study by saying, "Went home." However, there were twenty-one additional classifications of reasons that were given for nonparticipation. Some of the reasons, ranking from the highest to the lowest average number of times they were mentioned were: (1) "Had to study," (2) "Not interested," (3) "Had other plans," (4) "Had to work," (5) "Had a date," and (6) "Didn't have a date." These reasons for nonparticipation in specific events were rather general, but may offer a starting point for further investigation into this phase of student activities.

From the evidence gathered in this study one would be tempted to make the rather broad statement, "those that do—do." The majority of the highest participation scores were found in groups of students who were actively engaged in time consuming activities other than those that were noncredit, organized, student functions. As advisers we might be spending too much time with the leaders and active participants, and not enough with the "nondoers." In developing an activities program for college students, it is important to investigate other, and evaluate our own programs periodically. If we accept the educational maxim, "We learn by doing," then we, as educators, have a fertile ground to cultivate in the field of student activities.

Well-planned social program promotes co-operation among students and faculty members, makes school work more pleasurable, and assures school spirit.

Commensurate Social Functions Should Be Planned

WE WORK HARD; WE PLAY HARD. A well-directed and co-ordinated social program is as valuable a phase of education as the scholastic phase. Society and the business world both seek the person who gets along with his fellows. It is the social contacts of students in the classroom and out of the classroom that develop this ability to get along with others. The social program motivates scholastic efforts; it develops and maintains the important "we" feeling—it promotes fine relationships between faculty and students. The faculty member who enters into the social program of the school ceases to be the "old moss back" or "freeze face" and becomes a regular fellow in the eyes of the students. The student who participates, develops into a worthwhile adult citizen.

The well-planned program for a secondary school includes the entire school. All must participate or have the opportunity to participate. There should be all-school functions supplemented by special affairs for special groups, such as classes, clubs, and other organizations. Some parties should be closed affairs, open only to membership; others should include guests for the student's social life should parallel true life situations. The student needs training in being a gracious host as well as being a charming guest.

A director of social activities is very desirable, and a wise choice in filling this position determines the success of the social program. If there is no social director, the work can be handled by the student council. At the beginning of the school term the social director and a student social committee should study the school calendar and schedule all potential social events. Each organization should be notified in advance of this meeting and requested to present a list of the social events it plans and the dates they desire for each event.

The first school social event should be an all-school affair, sponsored by the student council. It should stimulate school spirit and foster a good time.

A bonfire rally preceding the first home foot-

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ball game is an excellent project. Careful planning to the minutest detail is necessary; for the success of the first social affair is the key to all future social events. A general committee should plan the entire evening, each member of the general committee should be the chairman of a special committee on place, food, publicity, and entertainment. The approaching event should be well-advertised through home rooms and by posters at least two weeks in advance. The open space adjacent to the practice football field is an ideal place for such a gathering. There should be one large center bonfire encircled by smaller fires. To each small fire is assigned two faculty members and a student host and hostess who welcome and promote friendliness among the twenty-five to thirty students who meet at their fire. There are many devices for determining the personnel of each student group, such as signing with host, drawing names, or letting host and hostess select an equal number from each class. A box lunch is given to each student soon after his arrival at the fire. These lunches are prepared and boxed by the food department. Each box contains wieners, buns, pickles, potato chips, and an apple. Each student furnishes his own fork or stick for roasting wieners. When the groups have eaten, the general entertainment begins with the school pep song. Then each fire group responds with a song or cheer, the host of each fire is aware of this and has planned with his group in advance. The Pep Club presents a stunt which is followed by a short talk by the coach, and by a former football star or down-town booster. The cheerleader then leads in school cheers and the evening may conclude with group singing or the groups may go to the nearby concrete tennis courts for outdoor dancing. This event is a "must" on each student's school calendar.

In our school, other all-school events spon-

sored by the student council are: A Dog Patch Costume Party when the girls entertain the boys; entertainment is in keeping with the comic strip such as the pursual chase of Little Abners by Daisy Maes, the shot gun wedding, and the court for violators of Daisy Mae week; and the crowning of the Queen of Football between halves of an important football game, followed by a dance after the game. A talent contest and field day have replaced the undesirable Hobo Day.

A Saint Valentines dance is sponsored by the Yearbook staff at which time the successful candidate for "Queen of the Yearbook" is crowned. An election has been held previously in the home rooms for the queen, each class presenting one candidate. The results of the election are kept secret until the coronation, when unsuccessful candidates are attendants to the queen. Dancing is the main feature of the evening.

The Pep Club sponsors a club feed for the football squad at the close of the season.

A spring date party is given by the Y-Teens, who also give a Christmas party for underprivileged children.

The Future Farmers have a recognition banquet for members and their parents at which time outstanding achievements are announced and awards given.

Class social affairs are usually limited to two or three per year for upperclassmen and one to lower classmen. The 1952 Seniors had a hay-rack ride and barn dance, a Christmas party, a tea for parents just before Commencement,

and the traditional class trip. The Junior class had one party with a program, games, and dancing. A track meet party was enjoyed by the Freshmen.

One day each week there is social dancing during the noon hour. With the revival of the square dance, one evening each week, the gym is open to students who wish to learn square dancing under competent instructors. Two faculty members volunteered to sponsor the square dancing.

All faculty members have personal invitations to each school social function and the response is excellent. Sponsors of the host organization are always present.

How are these social affairs financed? Each organization finances its own event. The student council has the monopoly of candy and coke machines. Other organizations take turns at the concessions at athletic events. The Junior and Senior class each present a class play. The school owns a pop corn machine which any organization can operate for an evening for 60% of the gross and the school retains 40% for initial cost and expense. Some organizations are permitted to charge a small fee if cleared through the Central Committee. At times, a small percentage of school activity fee is budgeted for all school social events.

We work hard, we play hard; and we feel it pays big dividends in school unity, in "we feeling," in scholastic achievement, and most important in the development of boys and girls into healthy, happy, worthy citizens.

Fallacies of secret societies in the public high schools are discussed by a person who has experienced their organization and existence.

Secret Societies Existing Now in a Certain High School

MY DEFINITION, according to the prohibitory law passed by the Illinois Legislature in 1919, a secret society is "any organization, composed wholly, or in part, of public-school students, which seeks to perpetuate itself by taking additional members from the students enrolled in such school on the basis of the decision of the membership, rather than upon the free choice of any student who is qualified by the school to fill the specific aims of the organization."¹ Therefore, the three high-school

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girls' organizations mentioned here are, on the basis of membership eligibility, secret societies.

Begun probably 15 years ago, their reasons for being organized are the usual ones: few social functions provided by the school, imitation of collegiate life, and the school's own attitude that it had no jurisdiction over outside lives of pupils.

A secret vote of the society's members, all high-school girls, is held in the fall to determine which individual girls shall be newly eligible for membership. Because the number of members is limited to 25 per "club," this number of new members equals that of senior members graduated in the previous spring, or usually about seven. After discussion, nine girls are chosen, in the main from the new freshman class, but possibly from other classes, on the basis of their popularity with existing members. Approximately seven invitations are distributed at school the next day by each of the three societies, and in the case of a refusal, "alternates" are issued invitations to join.

Because, at the present time, these organizations stand in a position of great prestige with high-school girls, few decline this opportunity for membership, and when it is done it is usually upon parental advice or decision. Because girls are not permitted by the societies to belong to more than one of the secret groups, refusals are more often due to the eligibility for membership offered to one girl by more than one club. Obviously, the girls who lack friendship and confidence are not usually the girls chosen "eligible for membership." Many are hurt. Those receiving invitations feel very important!

Their initiations, while at first glance seem apparently harmless, are really the most *potentially* dangerous phase of these particular secret societies. Because club enthusiasm drops sharply after choosing and initiating new club members, the competition of secret societies with school functions is not now even existing.

Initiation begins with waking the new member at about 6:00 a.m. (parents having been consulted). Then begins the public display: Girls are taken to breakfast in their pajamas, coats, and unwashed faces to the banquet room of a downtown restaurant. Later in the day, now dressed in costumes thought to be funny by these high-school society members, a parade begins through the business district of town, initiates "acting appropriately to costume." A girl who might be dressed as a little old lady, and who is anxious to gain the admiration of old members initiating her, might hobble behind the group; might wait for someone to help her across the intersection; or might go through a grocery store, pinching and commenting on the food. In addition to being immediate bad taste, this retains the possibility of becoming material for

shocking display. As the great mob of girls moved down the street, costumed initiates followed by old members, all giggling, individual embarrassment by the public spectacle is alleviated by the number of participants as in the situation of mob violence.

Meetings, activities, functions of the clubs are so few that they hold weak power over their members. This is probably why this high school, so full of interesting and active organizations greatly participated in by the individual society members, has taken no action against them. Two young women living in the town, once members of the society, are chosen by club members each year to "sponsor" them. High-school teachers (not previous members) have frequently been asked to be sponsors by the societies, but have always refused. Meetings are held on two Tuesday evenings each month at the home of one member. A dance is put on by each group during the year, and in the spring the group goes on an overnight party in the mountains. Aside from the keeping of a record of all members (present and past), this is the entirety of the societies' functions.

These girls advertise the fact of their membership rather dynamically. On the day of the bi-weekly evening meeting all club members appear at school in uniform. For instance, one organization wears grey skirts, white collars with the name of the society embroidered on them, and athletic sweaters not lettered or striped and of a color other than those of the high school.

The influence of these groups on school life is comparatively nil at present. The school is small enough, and close enough, that secret-society membership has very little influence on the individual girl. Society loyalty being reduced by this factor, is reduced still more by the infrequency of meetings, the lack of society function and activity, and the fact the society makes no effort to control school organizations. To these girls, their secret society means a party on Tuesday and the added prestige of wearing a club-uniform. This practice informs their classmates that they were chosen to join this or that secret society.

A potential danger *does* exist, however. There is no assurance that club loyalty will not be increased, bringing petty politics into the school. There is no effort by the society to put its members into offices of control, nor to cause

them to differ from other pupils in any way—moral, social, or intellectual. The situation happens to be that these girls chosen as likeable candidates by older high-school girls often do turn out to be prominent in school activities through individual service, interest, and ability in scholastic functions. This is not the achievement of the secret society.

Considering this present situation, it's a little easier to understand the position the high school has taken. By carefully ignoring this undemocratic activity, the school tolerates it. No mention of club names is ever made in a school publication, a class, or a school program. Nevertheless, this is too careless a stand to take:

Existing secret societies "give children an inflated idea of their own importance, do not stress scholarship, (and) hurt pupils not belonging. . . ."²

The potential danger of the clubs is an even more condemning factor: How easily initiations, already detrimental to the community attitude toward the high school, might swing into atrocities. With only a little more effort from the organizations, society loyalty could come above school loyalty and society functions could crowd out school functions.

1 Harry C. McKown, *Extracurricular Activities*. New York: The Macmillan Company, 1952, pp. 242-243.

2 Beverly Jean Smith, "I Belonged to a High School Sorority," *School Activities*, pp. 21-26, September, 1949.

The school publication offers opportunity for students to acquire valuable knowledge and experience as well as to serve their school profitably.

Staff---Steps to the Future

AS I WATCH our high school students dash along halls, squirming through classes, scattering like seeds from a pod on release, I feel the urge to cry out, "Stop—look—listen, you're jostling opportunity, you're crowding out experience!" But would they listen? Probably not.

Who among us would not welcome an opportunity to repeat our high school years? Nostalgically we ponder over the wealth of experience we would wring from them. We would plumb the depths; we would absorb quantities of knowledge and emerge so much wiser. So we tell ourselves.

This inclination to look backward comes with maturity, as does the gift of farsightedness. The latter is an admirable trait, but unfortunately in the very young it inclines toward daydreaming, castle-building. With eyes and thoughts on the future, the waiting world beyond graduation, young folks tend to pass blindly by those things which lie in their path, there to enrich their lives.

A rush errand to the bank, an hour or two pinch-hitting in the cafeteria, a stint at the librarian's desk—these commonplace chores enriching? Yes, because it isn't so much what we do as the outlook we have while doing it. And what of the ever-growing list of extracurricular activities in the average school, carefully chosen for the purpose of arousing appreciation of the good things to be found in adult life and to

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encourage those qualities so necessary to intelligent living? Too often we find pupils who go through the paces in a perfunctory manner, emerging from high school none the richer for the experience.

To be specific I would like to cite benefits which may be derived from one particular extracurricular activity, the school publication, in my case a quarterly magazine.

At the top of the staff we find the editor-in-chief. Here is the diplomat, the organizer. The duties attending this position are varied and not too easily executed. His is the job of delegating, evaluating, arbitrating, observing; his the right to plan, to choose, to criticize. The work is arduous and neverending, but carries with it the compensation of keenness developed beyond the average.

This young executive learns the necessity of congenial association with his fellow men through contact with faculty and student body. The young editor will err in judgment, but will profit through his errors. Practice will teach him the knack of writing the right thing at the right time. He will learn the value of spending time but economizing on words. With his ear to the school grounds he will become adept at in-

telligent discernment, which will stand him in good stead whatever his future.

Next in line of consideration is the literary editor, the specialist, the originator of interesting reading material. Essays, short stories, and verse are his lot. When it comes to creative writing, high school students fall into three classes: those who like to write and can, those who like to write but can't, and those who don't like to write!

Recruits from the first two categories are acceptable, for the desire to write is paramount and even those who cannot, may be guided and encouraged to the point where finesse and skill will grow out of practice. Of great importance also is the feel for what has appeal and the taste for what is right. It is entirely possible that many writers of short stories received their first opportunity and encouragement to create through the medium of their school publication.

We proceed to the feature writer—the profound member of the staff who recognizes the unusual in the usual, the “digger-under-the-surface” who discovers human interest in the commonplace. Feature writing calls for observation and analysis. The reward for this writer is the subsequent expanding and deepening of his own character resulting from his consideration of those things outside himself. Reward, too, is there in the eagerness with which the magazine readers digest the bits of treated morsels which would otherwise go by unsavored.

One of the busiest and most alert persons on the magazine staff should be the exchange editor—the ambassador of the group. Next to the satisfaction of producing is the pleasure of persuading what your contemporaries have produced. Granted that we learn to do by doing, but we certainly learn from what others have done. Much can be gleaned from the task of comparing one school publication with another.

Knowing the effort that has gone into a school magazine broadens a person's view and makes him sympathetic with the problems of others. Naturally there is criticism, but it is more often of a constructive rather than an adverse type. Frequently an idea is picked up from an exchange which, developed to fit your magazine's peculiar need, is just what was required to inject new life into one department or another.

Alumni news in the magazine? I think so, for a twofold purpose. No one likes to feel he is forgotten. To find his name among those mentioned in the alumni news cannot but gratify an alumnus. His desirable support will be more spontaneous. Alumni are a source of inspiration (as well as revenue!). If the alumni editor is a member of the student body (and she is in Conshohocken High School) she performs a remarkable service in offering news and articles of quality as a means of keeping graduates in touch and cognizant of the progress and changes which take place in their alma mater. Hers is the role of the magazine's social editor—an experience which well may be “the foot in the door” leading to a journalistic career.

Too often advisers are swamped with requests for appointments to the job of sports editing. It isn't easy, requiring much more than a knowledge of sports, of an adeptness in giving play-by-play descriptions. A sports writer must know the full value of team work and promote it through his reporting; he must recognize and commend fair play and condemn foul. His success does not depend on a slangy, hail-fellow-well-met style, but on unbiased sincerity. No, it isn't easy. Too often the editor is the target for criticism which high school people hurl at anyone who dares to tell the truth.

How could I have come this far without mentioning the staff members closest to the heart of the student body—the news reporters! These busy people are (or should be) daily on the job, accumulating items which are of utmost interest to the magazine readers. Hither and yon through the school they go—nothing escaping their attention.

In this department, more than any other, “quality” is essential if the standard of the publication is to be high. Reporters must segregate news from malicious gossip, discarding material that may prove offensive or antagonistic. All barbs and suggestions that may prove harmful must be ruled out. Their job, to their everlasting edification, is to learn that there is an abundance of news to be gotten from the school's clubs and classes, personal or group achievements, without stooping to placing embarrassing emphasis on unimportant situations or fabricating to the detriment of fellow-students.

Reporters and readers may have to be educated to the acceptance of “good” news, but ad-

herence to it pays off. The same ethical code applies to the purveyor of humor. There is so much clean, wholesome fun to be had in this world without resorting to means whereby feelings may be hurt.

The mechanical means of production, advertising, and circulation call for a group of conscientious workers whose foretaste of the business world will prove invaluable. Conferences with printers, soliciting advertisements from business men, and promoting subscriptions all call for tact, courtesy, and accuracy. In exchange come poise and self-reliance. A berth on the business staff of any publication is the perfect novitiate for the business-minded high school student.

No seasoned adviser expects a staff, however carefully chosen, to come to her full-brown, with all the polish and skill of mature journalists. Nor does she look for perfection, but reasonably she expects co-operation. She realizes full well the good these young people who come to her

can reap if they will but expend the effort. School journalism is not the most glamorous of extracurricular activities but there is none that rewards more richly for a job well done.

The problem is to awaken our young people to the fact that a wealth of help to a successful future is theirs in exchange for their interest and application. That is what I mean when I say that too often our youngsters overlook the imminent values because their concentration is too much on the future. Not that planning is not good—it is, but what is there to prevent one from gathering what good things there are growing along that steep path which leads up the mountain and over—to the land beyond graduation?

"Adviser" is an elastic title encompassing a multitude of duties. Let us hope that our young people may look upon us as understanding counselors who are ready to help. "Help" is a wonderful word—all youth needs it. May they unbend to ask for—and accept it.

Information contained in this article should aid high school debaters in their search for arguments on both sides of the proposed question.

"Should the United States Withdraw from the United Nations?"

IN OUR SEARCH for the type of international organization that the United States should support, we finally reach the proposal that our country should withdraw from membership in the United Nations. This is really a proposal that we return to the policy of isolationism that we followed between World Wars I and II. In these days of attempting to develop international co-operation, such a policy seems reactionary but the plan does have its advocates among many of the best minds of this nation.

When the final selection of a debate question is made for the spring debates of the present school year this suggestion that the United States withdraw from the United Nations might well be chosen. It has the requisites of a good debate question. In the first place it has the timely interest necessary to any good debate question. There is plenty of material available to provide evidence on both sides. The issue will certainly not be settled during the debate season, and finally it is a question that will grow in the public interest as the debate season progresses.

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These factors all combine to make this debate topic a very likely one for the use of high school debaters during the second semester of the present year.

Regardless of what decision is made by the committee making the final selection of the debate question, this problem of withdrawing from the United Nations will be a part of almost any question that is selected. If the question calls for the formation of a federal union of the North Atlantic Pact nations, we can see that this organization will practically supersede the United Nations. At least the people of the United States will be basing their future security upon the power of this new union to maintain world peace instead of relying upon the U.N. If the question is the one that proposes that the nations of the world be formed into a federal union, we can see that this new world government would take the place of the United Nations.

Almost everywhere we turn we can see that this year's debate question will involve the future status of the United Nations. We will be arguing whether we should or should not withdraw from the U.N. One way to withdraw would be for the United States to take this action without regard for the actions of any other nations. The question that we are discussing in this article calls for such action. On the other hand we may want to supersede the U.N. by the establishment of a federal union of either the North Atlantic Pact Nations, or of all of the nations of the world. Regardless of which question is finally selected, the fate of the United Nations will be an important part of our discussion.

In order to prepare the debater for his discussion of this specific debate topic, we will present at this point a set of definitions of the terms of this debate question.

RESOLVED: That the United States should withdraw from the United Nations.

"THE UNITED STATES": By the term "the United States" we mean the government of our country as represented by our legally elected officials. Under the Constitution of the United States the right to negotiate treaties and to ratify such treaties is vested in the President who must submit such treaties to the Senate for final ratification.

If the United States does withdraw from the United Nations that action will have to be taken by the Senate since that body has the final authority to make treaties with foreign powers. This proposed action by the United States does not have to involve any other power. It will not affect the United Nations as a world organization other than indicating that this nation will no longer be a member of the group, and will not be bound by the actions of the U.N.

"SHOULD WITHDRAW FROM": The term "should" again implies that the action mentioned in this debate question is either desirable or necessary or both. The affirmative debaters do not have to prove that the United States will actually withdraw from the United Nations. They must merely prove that such an action is wise.

The term "withdraw from" means that the United States would retire from active participation in the U.N. This withdrawal would be complete and we would no longer participate

in any of the activities of the U.N. The affirmative cannot advocate a partial withdrawal and hope to set up an effective case in this debate.

"THE UNITED NATIONS": As we know it today the "United Nations" is an organization of most of the nations of the world which has as its primary purpose the maintenance of peace throughout the world. It has many other purposes such as the protection of people living in territories controlled by strong nations, the maintenance of the health of all people and social and economic benefits. In spite of the many benefits that are provided for member nations, it is the keeping of peace that is the main objective of this world organization. It is not a government, and does not have the power to force its members to abide by its decisions.

AFFIRMATIVE ARGUMENTS

In this section we will include a number of the more important arguments that are apparent in favor of having the United States withdraw from the United Nations. The arguments will be italicized and a discussion of these arguments will follow them immediately.

The United Nations will always fail as an instrument for maintaining world peace because of the existence of the veto power. The fatal weakness of the United Nations as an instrument for maintaining world peace is the existence of the veto power. With this block to united action any one of the five great nations, Russia, Great Britain, France, China, or the United States can stop action favored by all of the other nations. It can easily be seen that this veto power will work against the taking of action to stop aggression by any major power.

It was only by a stroke of great luck that the United Nations was able to go ahead with its attempt to stop aggression in Korea. For some unknown reason Russia had withdrawn temporarily from the Security Council before the Korean War broke out, and action was taken while Russia was absent. If she had been present we have every reason to believe that she would have vetoed action against North Korea. If this had happened, the United Nations would have been helpless to take united action in Korea.

The weaknesses that have developed because of the existence of the veto power have made the United Nations really a weak form of international organization. Since there is no possi-

bility of getting rid of the veto power, and there is little reason to believe that the U.N. will ever be effective if the veto power remains, we feel that it would be better for the United States to withdraw from the United Nations.

Any action of the United Nations that does not have the support of both the United States and Russia cannot be put into effect even though neither one of the nations uses the veto against it. The very way in which the United Nations is organized indicates that it will never work when there is an important problem to settle which involves the vital interest of either the United States or Russia. These two giant powers are standing against each other on most vital issues. Both nations have their vital interests and their spheres of influence, and they will not allow the U.N. to interfere where they feel that their vital interest is at stake.

Let us assume that the United Nations might feel that Russia was putting too much pressure on Iran in an effort to get oil. How could the United Nations take any action to relieve this pressure, if Russia refused to give in to the pleading of the U.N.? Russia needs the oil and it is to her best interest to take over Iran. If the United Nations objects, the Russians might use the veto to stop all action by the U.N. If Russia does not use the veto, she has the power to go ahead and take what she wants in Iran. The only recourse left to the U.N. would be to send troops to stop the action. In the last analysis this would mean that the U.N. would vote for action, but it would be the United States that would send most of the troops and would furnish the munitions and the men for the campaign. The United States might refuse to do this. This would mean that the U.N. would fail in its attempt to preserve world peace.

In order to give another example of what might happen, suppose that the United States decides that her best interests will be served by taking over one of the Latin American nations. What could the U.N. do in such a case other than appealing to our sense of fair play? It is not at all probable that Russia would support the U.N. in action to stop the United States unless it is to the best interest of Russia to do so.

It is easy to see that the only time that the power of the U.N. will be effective in stopping aggressions is when they are committed by the lesser powers. When North Korea went into

South Korea most of the Asiatic powers were immediate in their condemnation of the action. When the Chinese Communists jumped in only a very few of the Asiatic nations were willing to condemn the action of Communist China. When the aggressor is a large nation the U.N. will fail. If it is too weak to stop the important nations from taking over smaller nations the United States should withdraw from the organization and refuse to take the risk of becoming involved in a world war when we could remain free from entangling world organizations that are doomed to eventual failure.

The United Nations does not have the power to police the nations who are members to determine if they are arming for aggressive war. One of the basic weaknesses of the U.N. when it attempts to maintain world peace is the fact that it does not have an army that is composed of citizens of all nations and who are commanded by the U.N. staff. Such an army, if given the power, could make periodic inspections of the munitions plants of the member nations and could limit the armed strength of any nation that may appear to be preparing for an aggression.

It is a well known fact that the United States is manufacturing numerous atom bombs, and that she is perfecting the hydrogen bomb. Of course, the number that we have or can manufacture is not known, even to the U.N. On the other hand, Russia is doing all that her resources will allow her to do to make similar bombs. In the end, we will have these two great nations armed with these new weapons. If they choose to take over any small nation, the U.N. will be powerless to stop them. Probably the only power that can stop the aggressions of either of these great nations will be the other giant that has built its own atomic strength up to such a point that it will deter the other.

When we look at this situation, we can see that it is the United States and her friends, on the one hand, and the Russian Communist countries on the other who hold the checks and balances that will either maintain world peace or cause world war. The U.N. stands in the middle as a helpless referee. When a world organization becomes so weak that any one of the two most powerful nations can ignore it, if they wish to do so, we feel that it is time for the United States to withdraw from membership.

Any important nation can withdraw from the United Nations at will. This is a definite weak-

ness in this type of international organization. We really have no teeth in the United Nations Organization. Just as was the case with the old League of Nations, any member nation can withdraw and thus refuse to be bound by the actions of the U.N. Any form of organization that allows its member states to withdraw at will, is too weak to continue to exist when the going gets tough. We have an example of what might happen if states withdraw in the history of the United States. When the Civil War came, the Southern states withdrew from the union. If they had not been challenged, we would have two countries instead of the United States. These two countries would both have been materially weakened by the withdrawal of the other section. As the years go by these two nations might have been further weakened by successive secessions. Thus instead of having a strong single government, we might have been divided into a number of countries as is the case in Europe.

The United Nations is faced with just such a weakness. Any nation can withdraw at will. If Russia is not satisfied with any of the rulings of the U.N. she can leave, and there is no established power that can force her to obey the directives of the U.N. Such a world organization may become so weak that it will no longer have the respect of even its member nations. We feel that it would be wiser for the United States to withdraw from the United Nations now before this world organization becomes so weak that we can no longer remain a member.

NEGATIVE ARGUMENTS

In the section that follows we will present some of the more important arguments that have been put forward claiming that the United States should retain membership in the U.N. and work toward the perfection of the U.N. as a world organization.

The United Nations has been very successful in solving the problems of malnutrition and labor during the years that it has been operating. Even though we are not willing to admit that the U.N. has failed in its primary purpose of maintaining world peace we must point out that the U.N. has been extremely successful in many of its attempts to improve the diets of the people living in backward lands. It has also improved the lot of laboring men in many countries. These accomplishments have been outstanding and

should be given consideration when we are discussing whether the United States should or should not withdraw from the U.N.

There is a tendency upon the part of too many people to overlook the many good things in an organization simply because they are not satisfied with one of the projects that is being attempted. It would be a shame to withdraw from a world organization that is doing as much good as we find being done by the U.N. simply because one phase of its work does not seem to be completely successful.

We cannot accept the affirmative contention that the U.N. has failed to stop aggression in Korea. Probably the strongest argument that the affirmative can present to support their contention that the United States should withdraw from the United Nations is the so-called failure of the U.N. to stop the aggression in Korea. We of the negative feel that instead of pointing to Korea as a failure we should point to it as proof that the U.N. will try to stop aggression wherever it rears its ugly head. When the situation arose, the members of the U.N. did not stick their heads in the sand as the old League of Nations had done. They did not pass resolutions and invoke sanctions. Instead they sent the troops of about 15 nations to stop the aggression.

The immediate action of the U.N. in Korea did stop the aggression of North Korea. Although the outcome has not yet been determined, it is now known that the U.N. will act to stop aggression. This within itself is a great victory for the liberty loving nations of the world.

It is grossly unfair to say that the attempt of the U.N. in Korea to stop aggression has been a failure. It would have been just as fair to have stated in 1862 that Union had been a failure simply because at that moment it looked to many as if the South might win the war and thus become an independent nation. At that time, it was more important to remember that the people were willing to fight to maintain the Union and that in the end the power of the federal government was maintained. We do not feel that the incident in Korea is enough to warrant any conclusion that the United States should withdraw from the U.N.

If the United States withdraws from the U.N. it will become a nation alone in the world. It will be forced to spend extra billions in working

out an adequate system of national defense. Withdrawal from the United Nations will not be as easy a process as the members of the affirmative believe. We must ask ourselves just what we will be withdrawing to. Will we withdraw to become a member of a federal union of the North Atlantic Pact nations? Will we withdraw to join a federal union of all nations? Will we withdraw to assume again the role of an isolated nation? No one of these possibilities seems to be the answer to the type of international organization that the people of the United States will favor. To withdraw would be a case of jumping from the frying pan into the fire.

If the United States joins either type of international government mentioned we will not gain anything that we do not have now as members of the U.N. In addition, we will be surrendering our sovereignty.

If we withdraw to become again an isolated nation the expense of maintaining an adequate military establishment to protect our interests will be too great for this country to bear. Isolation will not be as easy or as cheap as it was from 1920 to 1939. During that period we could rely upon the armed forces of Western Europe to give us protection. Also it must be remembered that in that period we did not have any formidable potential enemy ready to jump on the United States at the first sign of any weakness in our defense. The expense of becoming an isolated nation will be much greater than the cost of helping our potential allies to

maintain the peace through full co-operation with the United Nations.

Simply because we cannot hope to get Russia to give up her Communistic form of government should not be a valid reason for the United States to withdraw from the United Nations. We do not feel that we can expect Russia to give up her Communism as her form of government any more than it could be expected that the United States would give up democracy. If we are to have any form of world organization that will be effective, it must be based upon the desire of all nations to co-operate. It must not be based upon the use of force by any one nation or group of nations to take away the rights of other nations to have the form of government that they desire.

Now let us see what would happen if the United States withdraws from the United Nations and attempts to form a new type of federal world union. Such a course of action will not cause Russia to change her form of government. Instead of weakening Russia it will only make the people of Russia more determined to try to stop the growing power of the democratic nations. We feel that it is impossible to get the nations in the sphere of Russian influence to change their form of government. The best thing that we can do is to attempt to co-operate with existing types of governments in an effort to maintain world peace.

Editor's Note: This is the third and last in a series of articles on the plan for debating for high school students for the school year 1952-53.

It is imperative that schools have complete control of the athletic program to promote and preserve successful student participation and benefits.

What Does It All Mean?

THE INTERCOLLEGIATE ATHLETIC WORLD has been shocked during the past few months by exposures of gambling, game-fixing, and violations of academic standards. Disclosures have been made which seem almost unbelievable. The faith of students and the public in the integrity of amateur athletics and athletes has been shaken. There has always been the feeling that our college athletes really put everything they have into the games they play and that the contests themselves are strictly on the "up-and-up." It will be difficult in the coming seasons for the "ninety-nine and forty-

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four one-hundredths per cent" of the men not involved to carry the torch for the very few who have cast the pall over intercollegiate athletics by their lack of integrity or violations of accepted academic codes.

Unfair to Judge All by Few

The public, as well as others who might have been involved, are prone to brand all athletics

by the actions of the few. Obviously, this is unfair. Other individuals and institutions might have been parties to the scandals—and yet may be; however, it is hoped that such will not be the case. We believe that the vast majority of our young men and women are good sportsmen, good citizens—good Americans; that they compete fairly and in accordance with established codes for competition and life itself.

High School Athletics for Students

We, as high school people, may consider ourselves fortunate that the taint of bribery and fixes has not been evident in our athletic programs. This may not be entirely by accident; nor does it mean that it could not have happened to us. We know there have been allegations of gambling, exploitation, commercialism, and undue emphasis in high school athletics. Well-meaning groups of citizens sometimes have attempted to aid high schools in financing their athletic programs and then later have become unduly concerned in the general policies and schedules in effect. This situation is not consistent with the educational implications of interscholastic athletics because they should be conducted by, for, and within the school itself, and primarily for the benefit of student participants and student spectators. The interest of the public in high school athletic contests is largely one of entertainment.

State and Local Controls

High school athletics and high school boys are not subjected to the pressures that sometimes prevail for men in collegiate sports. Most of them live at home and attend high schools in their local school districts. In each of the forty-eight states there is a well organized state athletic association whose regulations for high school sports are established and administered by high school men themselves through their constitutionally elected authorities. Leagues and conferences of schools in all states have done a great deal to keep the athletic programs of their members in line with accepted educational policies. Athletic departments or associations in many schools establish the local policies to be followed in such schools so that athletics are a part of their educational programs. These things are as they should be.

Constant Vigilance

While riding on a train the president of a nationally known firm manufacturing a highly successful product was asked why his company continued to spend millions of dollars annually on the advertising of that product. He thought a few moments and then asked his fellow passenger how fast their train was traveling. He replied "About sixty miles per hour." The president of the firm then said "Why doesn't the railroad company take off the locomotive after the train has attained its speed?" This story may have an implication for those of us in high school athletics. We must keep the "locomotive" well-fueled and running lest we lose the speed and gains we have made. There must be constant attention to the administration of athletic programs on national, state, and local levels. Athletics must be kept within the schools. Rules are made to be observed because, being self-imposed, they have as their objective the greatest good for the greatest number. Regulations concerning amateurism, awards, limitations of competition, academic standings, transfers, age, seasons of competition, semesters of enrollment, and others must be enforced if they are to mean anything. Students should be well informed regarding such regulations so they know them. By education and strict enforcement high school athletics may escape some of the pitfalls that have been experienced by a very small segment of collegiate athletics.

Worth Trying

It behooves school men to be on the "athletic job" even more than in the past. This admonition also applies to those in positions of state or national responsibility. It's a cooperative undertaking and by continually working together it should be possible for the "locomotives" to keep the many "athletic trains" in this nation on the right "tracks" and thus avoid institutional and human "wrecks." It's worth trying.

While the safety patrols of the Twin City area were being sworn in by the Governor of Minnesota, those in other schools throughout the state simultaneously participated (by school radio and TV) in the program and took the oath. This is educational application of modern scientific principles.

What is the policy regarding extra pay for teachers serving as sponsors, coaches, or faculty advisers of student activities?

Extra Pay Versus No Extra Pay

SINCE ADMINISTRATORS AGREE that the high schools should provide co-curricular activities, why the lag between objectives and practices? There are many reasons, but this article will present one of the main reasons for the lack of faculty co-operation as being because most administrators expect the faculty to sponsor activities to meet the "imperative" needs of the students over and above an already heavy load. Let us examine some of the available literature in this area.

In February, 1951, the NEA Research Division asked 830 secondary teachers: "If you were the Principal of your school, what would you try to do to improve the teacher-load situation in your school?" The answer was, "Lighten the teacher load."

A majority of the 830 teachers were opposed to extra pay for extra duties; they favored a plan that would distribute the duties equally among the teaching personnel.

However, they held that "if it is impossible to reduce the teaching load, then some adjustment should be made in the salary of the staff members who assume the responsibilities of an activity." (4-p. 155)

Further, they suggested that the administrators:

1. Cut down on outside activities.
2. Provide clubs that will contribute to the social growth of students.
3. Don't multiply them indefinitely.
4. Establish a point system to limit participation.
5. Cut down on money raising activities that "overstimulate the pupils and are not educative."
6. Keep interscholastic athletics from taking precedence over everything else.
7. Do not jump on the band wagon of every community project.

Judson B. Walker presents Florida's Plan which is as follows: (9-pp. 205-206)

The school people of Florida in co-operation with the State Department of Education and a Citizens' Committee on Education in 1947 attempted to meet the additional work by establishing administrative and special instructional service teacher units in addition to the normal teacher unit based on twenty-seven pupils with

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average daily attendance of at least twenty-seven pupils.

These persons may be used by the local school system for ten months or for a twelve months' period. The monetary value of these administrative and special service units, from state funds, is increased by twenty per cent when the services they provide are used on a twelve months' basis. Service must be rendered by the person employed on each such unit for a twelve months' period.

The National Convention of the American Federation of Teachers went on record, recently, demanding "extra pay for sponsoring pupil activities unless they are conducted during regular teaching hours." (8-p. 196)

E. Tompkins states that the request for extra pay for extra work is "a matter about which many teachers feel deeply, and on which school administrators and school boards probably will have to take a stand." He asks: "Does time spent in extraclass activity constitute sponsoring extra work for teachers?" He says:

If the extraclass activities sponsored by teachers occur *within an activity period* scheduled during the school day, the sponsor cannot be said to be working overtime. If pupil activities occur regularly *outside* the school session of classes, then it may be argued that they possibly constitute extra work for the teacher-sponsor.

(8-p. 196)

As a faculty sponsor, who has sponsored activities both during and outside an activity period, I do not agree with Mr. Tompkins because the amount of work was just the same. Sponsoring clubs requires a great many group and individual meetings with students in order to help them provide activities that will meet their social, emotional, and other needs. For example, during the fall semester, one club provided the following activities for its members: social and business meetings once a month for the entire group; participation in student body activities; a picnic; a banquet to initiate new members and permanent members; a day of activities for outstanding high school students from ten high schools; etc. The above activities

required a great many committee meetings and at least one cabinet meeting for every monthly group meeting. The meetings and social activities were held in the late afternoon or in the evening.

The writer spent more than ten years as a faculty sponsor of activities where the administration provided an activity period; and almost ten years as a sponsor where no such period was scheduled. In the former plan the big group meetings were held during the activity period but cabinet and committee meetings were held during the late afternoon or evenings. The latter plan meant that all activities were held out of school hours. The writer found that, even with the activity period, she was still working overtime. Since in both cases the sponsorship of activities was in addition to a full teaching and counseling load, the teachers who did not sponsor an activity, were able to use the activity hour as a free period.

At a joint workshop of representatives of the American Association of School Administrators and the American Association for Health, Physical Education, and Recreation, the question of extra compensation for extra school services was presented by a panel of special delegates from each association. Following the presentation and discussion, the panel prepared these five general policies which were approved.

1. That we should include all educational activities conducted under the jurisdiction of boards of education, insofar as possible, within the regular school program; thereby reducing to a minimum or eliminating altogether the title of "special teacher" as well as "special services" and extracurricular activities.
2. That we should endeavor to pay salaries to our teachers high enough to provide a comfortable living; without the necessity of their seeking extra services, within or out of school, for extra pay.
3. That we should make every effort to equalize teaching load and benefits available to all teachers, insofar as possible, and not grant extra pay for certain school activities.
4. That in the event of unavoidable inequalities as implied in item 3 above, and extra pay is granted, such extra pay should apply to all teachers, and then only after the assignment of a reasonably full teaching load.
5. That we recognize the uniqueness of administrative problems confronts each school, district or community, and that such problems may require the interpretation or adaptation of the general policies contained herein to meet the special exigencies of the local situation. (3-p. 23)

Physical education teachers often carry a heavier teaching load than academic teachers, because, in addition to their full-time teaching load, they are expected to devote several hours each week to after-school activities, such as coaching, intramural activities, play days, and others. These activities require a great deal of planning and meetings in addition to time spent with the students.

From my experience as a coach working with coaches, I can back up Dr. C. L. Brownell's statement that "Most athletic coaches readily understand that they must give long hours to their profession beyond the time limits stated or implied by scheduled teaching loads." (2-p.291)

L. W. Ashby states that "it would probably be conservative to estimate that three-fourths of all the money paid for overtime services is related to athletics, though schools are being forced to recognize the inconsistency of paying for one type of activity and not for another." (1-p. 169)

From my own experience, I must agree with Mr. L. W. Ashby's statement. I received extra pay—in salary and teaching load—for coaching, but as a faculty sponsor of honor societies, classes, girls' athletic association, women's athletic association, and others, I served without extra pay or teaching credit.

The California Association for Health, Physical Education, and Recreation believes "... in just and equitable distribution of teacher load for those activities usually considered to be extracurricular: e.g., drama, music, clubs, etc. We do not believe in special treatment for a favored few because of the nature of the program and its influence on public relations." (7-p.18)

Dr. Ashby classifies payment plans as follows:

PLAN A. CATCH AS CATCH CAN

Everybody does the best he can on an individual bargaining basis.

PLAN B. DOLLARS AND CENTS PLAN

Append to salary schedule a sum of money for head football coach, for debate coach, etc.

PLAN C. POINT OR UNIT PLAN

Points or unit value are assigned to the various tasks.

PLAN D. THE BALANCED LOAD PLAN

Assignment of non-teaching periods during the day in order to equalize assignments. (1-p. 169)

C. E. Hinchey states that "... compensation for extra responsibility or extra work is one of

the important problems facing the teaching profession." School systems' method of handling this problem is as follows: (5-p. 174)

1. Pay the teacher a lump sum over and above the regular salary.
2. Adjust the classroom teaching load.
3. Defining the teacher's job so as to definitely include all responsibilities which might come to the teacher by virtue of her position in the school and in the community.

The New York study asked: "What is the present policy and practice regarding compensation for extra services in the high schools of New York State?" 50 usable replies were received from 62 city superintendents, 76 from 100 village superintendents, and 279 from 346 central schools. The results are as follows:

1. City and village schools in New York are much more likely to have extra pay schedules for extra services than are central schools—42 and 38% respectively as compared to 11%.
2. Central schools are much more likely to include extra pay for extra services in the basic salary—35% compared to 10 and 17% for the city and village.

(5-p. 175)

The high school teachers in New York City discontinued sponsoring after-school extracurricular activities according to the *New York Teacher News*, in April, 1950, because they wanted extra compensation for extra duties above a full-teaching load. According to Dr. C. L. Brownell, "by September 1952, all indications point to a normal resumption of extracurricular activities in the New York City Public Schools."¹

In 1949, the City of Flint, Michigan, investigation reported that 23 out of 44 cities paid extra remuneration for services rendered for boys' intramurals; 13 of these cities paid extra for services for girls' intramurals while 26 others paid nothing; 16 cities reported that extra pay was provided for those associated with extracurricular activities other than coaching and physical education; 28 cities allowed no additional pay for such services. 24 of 44 reported that they followed the practice of releasing teachers from some regular duties to compensate them for extracurricular responsibilities.

SOME APPROACHES TO SOLUTION OF THE PROBLEM

1. Units of responsibility and multiple salary schedule concept.
2. The flexible work day concept.
3. The additional responsibility additional pay concept.

4. The hourly wage rate concept.
5. Job description and multiple salary.
6. The specific contract concept.
7. The professional job concept.

E. Tompkins recommends that principals employ faculty sponsors on the same basis as academic teachers.

B. A. Reed and W. Zimmerman made a survey of 159 high schools in the State of New Jersey. The results are as follows:

EXTRA SERVICE WITH EXTRA PAY

1. 107 schools or 84.3% pay for extra services in addition to the regular salary schedule.
2. 72% of the 107 schools pay additional amounts only for services connected with athletics.
3. 77 schools reporting payment for athletics constitute only 60.6% of the total schools replying. (6-p. 264)

John Dennis' survey of 38 junior colleges in California revealed that some of the schools provide credit for sponsorship of co-curricular activities:

CREDIT FOR CO-CURRICULAR ACTIVITIES

1. No—20 schools
2. Yes—10 schools
3. Yes—3 schools, sports only
4. Extra pay—2 schools
5. No answer—3 schools

S. Anderson has listed 24 factors that should be considered in teachers' salary schedules. Number 12 covers the co-curricular program under the title of *Compensation for Extra Services*. This is very encouraging for the student, faculty, and administration, but I believe that most faculty sponsors would rather have the co-curricular activities as a part of the regular teaching load.

Some of the administrators' problems concerning the co-curricular program are or can be:

1. Maintain a proper balance between the curriculum and the co-curriculum?
2. Secure willing sponsors?
3. Provide an activity program for all?
4. Provide time in the weekly schedule?
5. Equalize the teaching load?

Obviously the administration can secure a balance between the curriculum and co-curriculum by setting up an administrative-faculty-student council and by bringing the co-curricular program into the curriculum. Only when the administrator's statements of the value of co-curricular activities include the practical aspect

of suitable provision for equitable sponsor load can his support for the program be considered consistent.

- 1 Letter received from Dr. Brownell, June 10, 1952.
- 2 John Dennis, Counselor and Teacher, Stockton College, 1950.

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"That's the Spirit"

MRS. C. L. PENNINGTON
Clarendon High School
Clarendon, Arkansas

Editor's Note: The idea for this contribution was suggested by the article "The Essence of School Spirit," by Chester C. Diettert, *SCHOOL ACTIVITIES*, March, 1952. A program featuring the script was presented at an all-school assembly.

Setting: A Living Room.

Time: Afternoon.

Characters: High School Girls.

(When the curtains open, the girls are grouped for informal discussions. Some are knitting, eating candy bars, sprawled on rug before divan, etc.)

Treva: Well, *for once*, every member of our committee is present!

Beverly: And *that* is something to crow over. Let's get this meeting started.

Joanna: Now that's the *spirit* of real work.

Judy: (Pausing) Speaking of spirit, that's what we are supposed to discuss in this meeting—the meaning of "School Spirit." (Pause for thought) It is such an abstract term. I just wonder if others aren't as vague as I am about its *real* meaning.

Treva: It *would* be hard to define. (Thinking) I believe it would be easier to tell what it is *not*!

Virginia: What do you mean by that?

Treva: Well, it *isn't* just a lot of *noise*. A big celebration after a ball game is not always an indication of real school spirit . . . It takes more than just noise to make up genuine school spirit.

Corena: It takes more than just winning games, too. Some schools wreck themselves trying to win—at any cost. That's an example of *poor* school spirit, I think.

Jeanne: It seems to me that this whole term can be summed up by one word—Loyalty!

Beverly: (After thinking over the word) Yeah—but loyalty to what?

Jeanne: Why, loyalty to the purposes of the school and its program.

Joanne: Yes, but what is that program?

Jeanne: I believe it is the education and development of each of us through our cooperation with others in group activities.

Judy: In other words, you think that real school spirit grows only when the students as individuals are eager to learn—to take their part in *all* group activities?—class-work, football games, glee clubs—or whatever they choose as extracurricular activities.

Jeanne: *Exactly*. A majority of the students must want to learn if we are ever to develop real school spirit in our school.

Dorothy: Do you feel that we have strong spirit here in Clarendon High School?

Corena: I just don't know? On some things—yes. On others, we seem rather weak.

Gladness: It's too bad we don't have some kind of measuring stick. That would make it simple.

Virginia: Can't we work out our own measuring stick? (Laughing) As much as we talk, we ought to be able to say something worthwhile on the subject!

Judy: Well, I think students should put school activities before outside social activities. And I believe we do that in Clarendon.

Beverly: I guess we do. But that doesn't prove any strength on our part—there just aren't too many social activities in Clarendon.

Corena: Well, I don't know—seems to me that lots of us do plenty of social "loafing" when we should be working on school activities!

Judy: Then I suppose you'll want to put "School Activities First" as part of our measuring stick.

Gladness: I surely do. Why don't we write these down before we forget them. No use cluttering up the brain with something that would be better on paper.

Virginia: Judy, you write it. We can read your writing!

Judy: (Getting out notebook and preparing to write) All right, we have one item. What's the second.

Beverly: Well, I think being present indicates the right kind of school spirit.

Corena: We need to do some work there!

Jeanne: Now listen, I couldn't help it 'cause I had the measles!

Corena: Oh, I don't mean that kind of absenteeism. I mean finding excuses for staying out of school. That really makes us lose interest in school work and when we lose interest, we have lost all our school spirit.

Treva: I think No. 3 on our list should be willingness to take part in both classroom and extracurricular activities.

Joanna: Don't you think kindness, politeness, and respect for others have a lot to do with the development of school spirit?

Beverly: I certainly do. Show me a real school, bubbling over with school spirit and I'll show you those very qualities every time.

Virginia: Whoever cut those pictures from our yearbooks in the library surely didn't know about these qualities.

Dorothy: He knows it now—I hope!

Judy: In the best schools I've visited, there has been friendliness on the part of every one—a desire to help one another in a constructive way.

Gladness: And a willingness to co-operate.

Beverly: Co-operation. Put that down, Judy. I think we have that in our school, but we want to *keep* that quality if we are to build school spirit.

Virginia: Respect for the rights and personality of others helps. Let's put that down, Judy.

Treva: I read the other day that the good school tries to get rid of unnecessary noise. Noise interferes with serious work and we have agreed that serious work is one of the first requirements of good school spirit.

Judy: And don't you feel that self-control is much better than having to have teachers always calling us down?

Treva: *By all means.*

Joanna: Then, we could list good sportsmanship, democratic attitudes, and *real* co-operation.

Gladness: You mean . . . yelling with the cheer leaders, supporting basketball even though you prefer tennis.

Corena: And trying to keep the campus and building attractive and clean.

Beverly: (Laughing)—and ourselves the same!

Judy: Let's see now if I have all these measuring sticks. (Reading from notebook).

1. Loyalty
2. Active participation in all school activities
3. Regular attendance
4. Developing qualities such as politeness, respect for others, friendliness, kindness, consideration.
5. Co-operation
6. Self-control
7. Good sportsmanship
8. Democratic attitudes
9. Cleanliness

Does that get it all? (Pauses) As we said in the beginning, it can be boiled down to one word—Loyalty—to our school and its high ideals. That loyalty will develop *real* school spirit.

(Curtain.)

BABY-SITTING

A class in baby-sitting is offered by Lee Edwards High School, in Asheville, N. C. Asheville teen-agers learn the art of minding baby while mother is out (knowledge which proves profitable in seeking parttime employment, as every high school student knows.)—*World Week*

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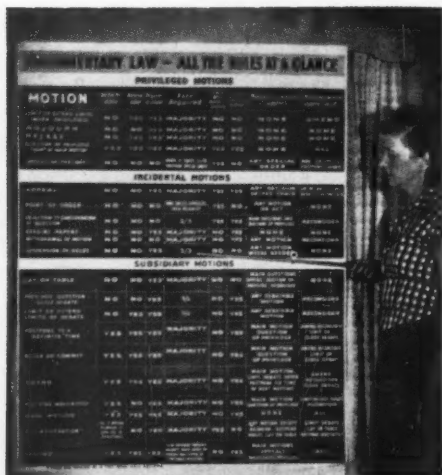
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NEW OFFICE OF EDUCATION PUBLICATIONS

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS MARCH 3, 1933, AND JULY 2, 1946.

of School Activities Magazine published monthly except June, July, and August, at Topeka, Kansas, for September 30, 1952

County of Shawnee, State of Kansas, ss:
Before me, a Notary Public in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:
Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois
Managing Editor: C. R. Van Nice, Topeka, Kansas
Business Manager: C. R. Van Nice, Topeka, Kansas

2. That the owner is School Service Co., Inc., 1515 Lane St., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; Ralph E. Graber, Lawrence, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; Harold E. Allen, Lawrence, Kansas; T. H. Reed, Topeka, Kansas; Ray Hanson, Macomb, Illinois; Harold E. Gibson, Normal, Illinois.

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C. R. VAN NICE
(Signature of Business Manager)

Sworn to and subscribed before me this 25th day of September, 1952.

(SEAL) A. J. BASSETT
(My commission expires April 23, 1955)

ASSEMBLY PROGRAMS

for December

When the air is crisp and the first snowflakes fall, school activities crowd the calendar. The awards assembly highlights the efforts of the football squad. The all-school or junior play, speech tournaments, Red Cross Drives, and Christmas programs follow in rapid succession.

The month ends with a well-earned vacation and a sigh that "Christmas comes but once a year."

When President Harrison talked to reporters, over sixty years ago, he said, "I am an ardent believer in the duty we owe ourselves as Christians to make merry at Christmas time. We shall have an old-fashioned Christmas tree and I shall be Santa Claus myself."

Children applaud this philosophy. They create the Christmas spirit all through the schoolhouse. The atmosphere hums with excitement. Every room has a Christmas tree. A larger one is the center of interest in the assembly.

While the aspects of life change, most of our cherished customs were brought to America by immigrants. This fact can emphasize December programs. Using a lighted globe as the center of interest, children can tell the traditions borrowed from foreign nations.

Troubles of the world are minimized at Christmas time. People are united through remembrances and the spirit of giving. Faith to carry on the work of the New Year flourishes in remembering the Greatest Gift of Christmas.

IMPROVING REHEARSAL TECHNIQUE

Before going to the auditorium all participants should assemble in a classroom. In this preliminary meeting, the director outlines the program briefly, makes simple sketches, and distributes the scripts. While the production staff listens, the performers read the program. In order to avoid confusion, pupils are encouraged to ask questions. This preliminary meeting is valuable not only for giving necessary instructions, but for creating unity in the group.

In working toward a common goal each member of the staff realizes that he has a vital part in the production of a successful program.

If the group is inexperienced, a few simple rules of the stage are imperative. Like the points on a map, the principal terms of stage geography should be learned. Stage right, stage left, upstage, and downstage are sufficient.

UNA LEE VOIGT
Emerson High School
Enid, Oklahoma

Short rehearsal periods can be arranged for inexperienced groups but more time must be given to the leads. At the first rehearsal, the entire program should be run through for continuity, correction, and timing.

When pupils enter the auditorium they are seated in a group in the first two rows. The student director checks by calling names of crew heads and participants. Each one answers by telling what he is to do. At this first rehearsal, the emcee reads the program and later writes the continuity.

Then the director calls the various crew heads to the stage and supervises the placement of scenery and rehearsal furniture. With the explanation of the set, he uses sketches and outlines the ground plans for identifying doors, windows, and furniture.

Next the participants are grouped and told to start reading. Blocking out stage positions and actions follow. If possible the student should play downstage in the center. Amateurs have a tendency to play upstage away from the audience.

At the conclusion of the first rehearsal, the cast should be seated in the first three rows in front of the stage. The director should call attention to methods for improvement and correction of mistakes but more can be accomplished in whispered conferences with off-stage actors. Emphasis is placed on elimination of self-consciousness. If rehearsals are aimed at the ability to play at high speed, there will be no excuse for dragging in performance.

Sometimes pupils need coaching which differs from directing. In coaching, the aim is to make the pupil realize that his code should be: "Do everything that will contribute and nothing that will detract from the purpose of the program." Each student will present special problems and a director soon learns to recognize them.

Foundation rehearsals follow preliminary ones. Movements and essential business are worked out with reasons for motivation. Too many details confuse the actors but simple mistakes must be eliminated.

If costuming is needed, the dress rehearsal is the final practice. Before this time the acting and technical work should have been worked into the whole production. At this final rehearsal a director should never change any movements unless some technical difficulty arises.

Details for lighting assignments for dressing rooms, and traffic rules are assigned. Larger groups require more organization.

The over-all plan for rehearsal depends on the answers to the length and theme of the program, size of the cast, scenery, costumes, lighting, plus finances and the time of day the assembly is scheduled.

CLASS PLAY ASSEMBLY Play Production Staff and Cast

This assembly is usually scheduled after the football season closes. The purpose is to encourage attendance on presentation night. The theme honors the production staff. No formal opening is used.

The scene is the office of a producer. He hires various crew heads. If time permits undesirables may apply. The property crew, publicity group, and lighting crew are presented. Each head tells how his group functions.

The costume mistress and make-up artist show their efficiency by illustrations. Skits from the play are presented as proof that the production staff is worthy of merit. The actors are hired as each one appears for an audition or try-out.

A radio announcer, similar to a man-on-the-street, interviews students as to why they wish to buy a ticket. Both staff and audience enjoy these skits and attendance at the play shows the results. Pupils can plan original skits in advertising and presenting teasers. Main characters can be presented as a television screen. The publicity manager tells the audience about the abilities of each actor.

The production staff may show various equipment as bells, chimes, and properties. The problem of obtaining a fire siren created excitement when the sound man told how he secured it from the chief of the city fire department.

HOBBY ASSEMBLY Industrial Arts Department or Faculty Suggested Scripture: Luke 8: 13-17

The hobby assembly has numerous possibilities. Demonstrations, chalk talks, and collections entertain and inform in an exchange of

DEBATE

Materials

THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1952-1953 IS:

WHAT FORM OF INTERNATIONAL ORGANIZATION SHOULD THE UNITED STATES SUPPORT?

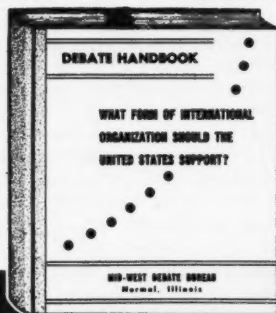
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ideas. Superior craftsmanship and worthy use of leisure time inspires others.

Usually the hobby assembly will climax Hobby Week but any time of the year is appropriate. Usually the making of gifts is a project for this season of the year.

Boys of the industrial arts department appeared in cowboy regalia. The scene was a rodeo. At one side all the cowboys were seated behind a fence. They were waiting for the show. Pistol Pete and Fatty Downs called the events. Each performer was interviewed and entered on the books.

The show was divided into three divisions: metal, plastic, and wood. Each craft was explained by a manager who displayed the raw product and showed handmade articles. Then the curtain opened and the roped calves were brought in. They were boys who had hobbies. A phase of the art was explained as the making of leather belts, airplanes, and plastic gifts. Each contestant exhibited his hobby. The winner was selected by audience applause. Cowboy singers and guitar players sang cowboy songs.

The hobby assembly is easy for faculty presentation. Gardeners, fishermen, and collectors are found in every group. Numbers will be more effective if given in costume. A lesson on use of the loudspeaker, in addition to timing, is necessary.

When a group presented a preliminary program, a boy had a collection of guns. His father had a gun from every American war in which his forefathers had fought. Bruce wished to bring an old blunderbuss to school. Permission was granted after the director called the parent. The firing pin was removed.

Wooden guns were used to illustrate **Ten Commandments of Safety**. To organizations desiring to instruct boys and girls in proper handling of firearms, the Sportsmen's Service Bureau offers a safety film and folder on the subject.

RADIO ASSEMBLY

Speech Department

Suggested Scripture: Psalm 29

The first radio signals were sent across the ocean by Guglielmo Marconi on December 12, 1901. Commemoration of this event will be an appropriate theme for an assembly.

A demonstration on the proper use of the microphone can follow the brief history. Materials are found in modern texts or the booklet, **Making Friends with the Microphone** from the Columbia Broadcasting Company.

Opportunities offered can be highlighted through interviews or speeches given by guest speakers from the local radio stations.

The final number is a short radio play or reading. An original script about Marconi's invention is presentable.

T. N. T. by Linsensmayer is a satire on a broadcast about tombstones. Several characters speak. It is classified as a radio burlesque.

Another satire on radio and singing commercials is "The Show Must Go On" by Edna Means. This will entertain adult audiences as well as school children.

Radio Audition is a humorous monologue by Doris Lloyd. This can be presented with an actual recording. The selection informs as well as entertains.

During home room period, Enid High School radio class broadcasts a daily program. News of yesterday and today are followed by presenting the personality of the day. Ethel Solomon from the Philippine Islands, Jane Lewis from Switzerland, and Phyllis Childress, Band queen, are among those presented.

Showing how this broadcast is produced and directed by students is appropriate for the radio assembly. Sandra Wilson, a junior, directed the show for the week.

Winners of the radio contest, **Voice of De-**

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mocracy will participate on this assembly. Each year over a million students speak for democracy. It is sponsored by the United States Junior Chamber of Commerce and the National Association of Radio and Television Broadcasters.

CHRISTMAS ASSEMBLY

Music and Speech Departments

Suggested Scripture: Luke 2: 1-20

All types of social activities can be used for Christmas assemblies. Going caroling, parties, and Christmas shopping are a few of the best. A group of carolers plan their route to go to various homes. They explain the reasons. The complaint department of a large store is another scene of activity. Santa is emcee and a large television frame is erected.

The Christmas carols have been illustrated as the choir sings. **Silent Night**, is sung as a star lights up in front of the stage. A reader gives the scriptural setting. The narrator provides the continuity similar to the following: We take you to the Judean Hills where you see the little town of Bethlehem.

As other carols are sung the speech students show the scenes in tableaux. "Christmas Customs Around the World," as a broadcast was given by Emerson Junior High School students. A teacher and several students had celebrated Christmas in foreign lands. They described the costumes of Santa Claus, the gift-giver. He was known as St. Nick, Sinter Klaas, and La Befana.

The home economics group under the direction of Mrs. Lois Vance gave demonstrations on making wreaths and decorations for creating the Christmas spirit all through the house.

Legends of the Christmas tree, the yule log, and the Christmas rose are interesting stories. The poinsettia is especially interesting. All are found in Christmas **Ideals**.

"Not believe in Santa Claus! You might as well not believe in fairies. Nobody sees Santa Claus but that is no sign there is no Santa Claus. The most real things in the world are those which neither children nor man can see."

With these immortal words Frank Church gave his answer to Virginia O'Hanlon's question. The words were printed in the New York Sun in 1897.

This incident can furnish inspiration for

creative writing. A little boy at school tells Virginia "There ain't no Santy." Virginia is worried and writes to the editor. His answer proves her contention. Different scenes in Virginia's life can show how she kept faith. At different ages, she learns the Christmas carols and she always keeps faith in believing in the spirit of giving.

The Enid Public Schools present an Annual Christmas Vespers on Sunday afternoon in Convention Hall. The date is always the Sunday before vacation. Five thousand children from eighteen schools sing the carols. Carols are presented in programs in each school but the Vespers under the direction of Miss Maurine Morrow is an outstanding program of the year. Colorful clothing, arrangements, and music create an effective atmosphere.

The nativity scene was presented in tableaux as the junior high choruses sang **Evening Prayer** by Humperdinck. The directors were Jeannette Ice and Olive Bray.

An impressive candlelighting ceremony is the opening number. B. Roy Daniel, the principal of Emerson, is the narrator. The Convention Hall is jammed to capacity every year.

AVAILABLE MATERIAL FOR DECEMBER PROGRAMS

Supplies, film, and Ten Commandments of Safety are available from Sportmen's Service Bureau, Dept. R. W., 343 Lexington Ave., New York 16, N.Y.

Making Friends with the Microphone, a pamphlet, is a useful guide. The Columbia Broadcasting Company will furnish copies free of charge for any class or group.

Radio readings are purchased at the Edna Means Dramatic Service, 610 Harmon Street, Tama, Iowa.

The **Christmas Book** (50c) is available at the National Recreation Association, 315 Fourth Avenue, New York 10.

Christmas **Ideals** contains a collection of inspirational poetry, art, and prose. **Ideals Publishing Company**, Milwaukee 1, Wisconsin. (Price \$1.25.)

For information of the radio contest, write Robert K. Richards, Chairman, Voice of Democracy, 1771 N. St., N. W., Washington, D.C.

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News Notes and Comments

BOOKLET RE THE EXCEPTIONAL CHILD

The Woods Schools, a private residential school for exceptional children at Langhorne, Pa., has just published in booklet form the proceedings of a recent conference on the problems of the retarded child, entitled "Helping Parents Understand The Exceptional Child."

Published in the booklet are the full texts of five addresses given at a conference of the Child Research Clinic of The Woods Schools, held in Langhorne, recently.

Copies of the booklet may be obtained by writing to the Child Research Clinic of The Woods Schools, Langhorne, Pennsylvania.

TIPS FOR TEACHERS

How well do you know your students? If you want to own a bond that will draw substantial interest, learn the names of your students as early in the semester as possible. An alphabetical arrangement of pupils and a good seating plan will help you to establish this friendly link with your students.

We know how heavy the clerical burden is in classrooms, but if you can find time for the following investment, it will pay dividends. Have each of your students give you on a library card an autobiography in capsule form. Information may vary with your needs. Some suggested headings are: name; address; date of birth; occupation, if any, after school; number of hours worked after school; father's occupation; mother's occupation (if she is not a housewife); brothers and sisters living at home and their ages; name of a teacher in the school who knows the student best, etc. While some of this information duplicates material on official records, its ready accessibility is an advantage.—H. L. H., Senior Scholastic.

ABOUT CONTESTS

How many contests should the pupils in the school enter? Which are really valuable educationally? Which justly commercial promotion schemes? The National Association of Secondary Schools' *Bulletin* reviews contest each year and announces the approval list in its *Bulletin*. This year's list appears in the October, 1951, issue of the *Bulletin* of the Association of Secondary School Principals.

TELEVISION

Today there are 108 TV stations in the U. S. serving 14 million home receivers. Almost 500 more stations will be built by '56. Ten years from now, some 2,000 stations should be in operation. At that time TV could well be one of the biggest of all industries in this country.—Compact; Quote

A year ago there were 3,000 state and local citizens school advisory committees. Today the number is 6,000.—Nebraska Education News

EVERYONE A PARTICIPANT

A slogan is paying off in New York. For the past several years, motto of the New York State Public High School Athletic Association has been, "A sport for everyone and everyone in a sport." Five years ago, only 13% of member schools reported as many as eight sports. Last year 50% sponsored that many or more. Schools that offer 12 and up comprise the association's honor roll.—Education Summary

RAG-TAG FOOTBALL

In rag-tag football, creation of an elementary school principal in Topeka, Kansas, there's no tackling. Each play tucks one end of a red bandanna into each of his two hip pockets. When the bandanna is seized by an opponent the player is downed. Pile-ups are eliminated because a fumble is a dead ball.

To star in the sport, as any schoolboy would know, one must maneuver the hips. Children love the game. Be sure to call it "football."—Education Summary.

SPORTSMANSHIP STANDARDS

The following thoughts on sportsmanship have been taken from the 1952-53 handbook of The Kansas State High School Activities Association. Pass them on to those who will play and those who will watch your games.

For Coaches

"Every team should be coached to win, as that is the object of the game, but players and the school as a whole should be taught that for every winner there must be a loser and that there is more honor in losing fairly than in winning

unfairly. Teach the boys to play the game hard but fair. Good sportsmanship is far more valuable than the mere winning of a game. Finally, teach the boys to train faithfully, to play the best game of which they are capable, and then if they can't win, to lose without a whimper, like sportsmen."—P. F. Neverman, Wisconsin H. S. A. A.

For Officials

Know the rules. Be fair and firm in all decisions, call them as you see them. Treat players courteously and demand the same treatment for yourself. Don't be a grandstander, the spectators pay to see the players perform.

For Spectators

Spectators should regard the playing of the game as an art and appreciate and enjoy it as such. Respect for officials, respect for players, respect for boys and girls, and respect for themselves are essential for the raising of the standards of good sportsmanship. More sportsmen and fewer "sports" are needed.

Become familiar with the rules of the game. You will enjoy it much more. If you are not familiar with the rules, leave the decisions to those who do know them.

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8 1/2 x 9 1/2	60 72 96 120 144 168 192 216 240 264
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How We Do It

FINANCING CERTAIN PHASES OF ATHLETICS

The Avenal High School student council sent a three-question questionnaire to the student body presidents of thirty-eight schools in Central California to determine what were current practices in respect to these three questions. There were thirty-four responses, representing eighty-nine percent of the schools polled. The questions asked and a summary of responses follow.

QUESTION I:

When your athletes play away from home, how are their meals provided?

Answers:

- (A) Cash provided from student body or athletic fund: 14 schools, or 41%.
- (B) Athletes buy meals with their own personal money: 18 schools, or 53%.
- (C) Bag lunch: 1 school, or 3%.
- (D) No response: 1 school, or 3%.

Comment on question I responses: There seemed to be no significant relationship between the responses under (A) and (B) and either the size of the school or the distance between schools and their athletic opponents.

QUESTION II:

What type of letter award is presented to your athletes?

Answers:

- (A) Chenille letters: 30 schools, or 88%.
- (B) Felt letters: 2 schools, or 6%.
- (C) No response: 2 schools, or 6%.

QUESTION III:

When athletes are presented with championship awards, who buys them?

Answers:

- (A) Purchased from student body or athletic fund: 29 schools, or 85%.
- (B) Lions Club (Adult Service Club): 2 schools, or 6%.
- (C) Collection from community: 1 school, or 3%.
- (D) No response: 2 schools, or 6%.

—Student Council, Avenal High School.

NOON RECREATION

Every noon there were students who had extra time before their next class, and none of them wished to remain idle. They could go to study hall, of course, but most teen-agers like a little recreation mixed in with their daily work. Something had to be done to keep the pupils

from wandering around the halls from approximately twelve to twelve-twenty o'clock.

The boys went outside as long as the weather permitted, and played football, basketball, or just stood around talking. The girls went outside too, but there was nothing for them to do except stand and talk or walk around. This didn't keep the students satisfied, and when cold weather came the feeling of unrest grew stronger. What was to be done?

After careful thought and planning the Student Council reached a decision. It was decided that a recreation program should be worked out in the gym for the noon lunch period. A schedule was planned so that every pupil could have some recreation at least one day a week in the gym.

The seventh and eighth-grade boys were assigned two days a week in the gym. The boys played in basketball tournaments and learned to exercise good sportsmanship as well as to play better basketball. Several high school boys served as officials in these tournaments. This project provides both recreation and education for the boys during the spare time in their lunch period.

The seventh and eighth-grade girls were also assigned two days a week in the gym. The girls who play are members of the Junior High Girls' Athletic Association. These girls have cornerball and basketball tournaments in their season. The Senior High Girls' Athletic Association supplies the officials for these games. The participants learn to play together in these sessions.

There is also dancing in the gym on one day a week with the Popular Orchestra supplying the music. The students may dance on Tuesday of one week and Thursday of the next. The teachers act as chaperons, and those who don't wish to dance may sit in the balcony and watch.

Another phase of the program is the quiet game rooms, where the students may play checkers, chess, and cards daily. All of this recreation is free.

There is one form of recreation, however, that is not free. On Friday the Student Council shows a movie in the auditorium for all those students who wish to attend. The admission fee is three cents. The attendance at these noon-lunch-period movies has been exceptionally large, and no one regrets the three cents spent

for the movie. The money that is left after expenses are paid is going into a fund to purchase recreational supplies.

Much thanks should be given to the Student Council, because most of these noon-lunch-period recreational facilities have come from their untiring efforts to better our school in every way. —Barbara Gribble, Franklin High School, Franklin, Ohio.

GIVING OF BOOKS

A 1500-YEAR-OLD CUSTOM

India is one of the world's youngest republics. On January 26 of this year she celebrated only the second anniversary of her Republic Day.

But India has an ancient history of scholarship. The young republic is carrying on a custom, nearly 1500 years old, as a way of strengthening cultural ties with other nations.

That is the presentation of books to other countries. As early as the sixth century A.D., Indian scholars went abroad introducing India's literature to the world. A typical instance was the presentation to China of 100 books in Sanskrit by the well-known scholar Kumarjiva.

Recently, books have been presented to India's sister republic in this hemisphere, the United States; to Canada and Argentina. Countries of Europe and Asia that received books include: Ceylon, China, Japan, Indonesia, the Philippines, Thailand, Fiji, Afghanistan, Iran, Turkey, Italy, Czechoslovakia, Germany, Norway, Sweden, Denmark, and Finland. Countries in Africa have also been given books.

Among the institutions in North and South America receiving gifts of Indian books were the Mathematics Institute of Tufts College, Mass., and the Association Argentine d'Culture Inglese of Buenos Aires. Carleton College, Ottawa, was given a set of the scientific works of the famous Indian paleo-botanist, the late Professor Birbal Sahni.

The British West Indies have received a collection of publications on Indian culture and philosophy.

Generally, gifts of books have been distributed to foreign universities, libraries, research centers, colleges, and individual scholars. In some cases they have been made in response to specific requests. Among the books frequently asked for have been those on India's freedom movement and on Mahatma Gandhi.

The gift books cover a wide variety of subjects, from ancient history and religion to modern literature, philosophy, science, and education, and they range from elementary readers to advanced treatises. Almost all important Indian languages have been represented, including Hindu, Bengali, Anjarati, Marathi, Tamil, and Urdu.

Private organizations have in some cases helped the Government's campaign by donating books.—Moni Moulik, Information Services, Government of India, 3 East 64th Street, New York 21, N.Y.

"PERSONALLY YOURS."

VIA THE MONOGRAM

Are your personal belongings intimately associated with your individual personality? Is each article identifiable with you alone? Decoration in the form of a monogram can be the key to possessiveness.

Often, there is a practical, as well as an artistic, reason why your choicest clothes, your linens, your luggage, your stationery, and your motor accessories deserve a motif upon them. Historically, the monogram was in popular use among almost all the kings and nobles, more so than the coat of arms which represented their families. Today, the monogram is still chosen—designed to make a pleasing and an attractive ownership label.

Seldom do you find a well-planned monogram. Why is it so difficult to design a character consisting of several letters in one (a monogram) or to combine several letters, each more or less independent, in a unified design (a cipher)? Is too much effort spent on the mechanics of the letters at the expense of art qualities: line, form, rhythm, and unity?

Lettering

In designs, the initials may be joined or interlaced; or each letter may be separate. Sketching is easier if the identity of the letters can be sacrificed; but it is a tricky procedure to lose the form of the letters in a desire "to twist the tails, swing the flourishes, knock out the joints and the hips, or to bow the legs of the letters." The basic letter forms usable are Roman capitals, Uncial Gothic capitals, and Roman small letters. Old English is too elaborate and too inelastic to be of



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service in monogram and cipher designs. Every letter of any motif should be taken from the same alphabet of basic forms.

Designing

Monograms are generally planned to fill a definitely shaped space: circle, ellipse, square, rectangle, diamond, triangle, or hexagon. The design may be composed entirely of straight lines or of curved lines, or of a combination of the two line types. Letters alone may be used; letters may be combined with appropriate designs, such as simple borders and all-over patterns. Letters in a design may differ in weight, in size, in color, in shape, or in texture. The major problem in monogram designing is to secure fine space filling, the adaptation of the sizes and the shapes to a space and to each other.

Steps in the Procedure

ONE: Set down on paper the letters of the problem in capitals and in small letters.

TWO: Try to find strokes which are common to two of the letters, or try to find if two of the letters are symmetrical and easily reversible.

THREE: Experiment in taking the most important initial (which is generally the initial of the surname) and around this arrange the other letters of the monogram.

FOUR: Decide upon the best design, and complete the monogram in an artistic fashion.

Trade Marks, Labels, Devices

Signatures, monograms, and ciphers are often used as trade marks. Also, many emblems and devices have been used. Whatever the device, most trademarks are too obvious and too realistic—not symbolic in design.

WHAT CONSTITUTES GOOD ACTING?

Most high school directors of dramatics seem to emphasize the same few simple rules for good acting. "If you would act" follow these suggestions.

First, you must want to act, you must really have your heart in your work. You must want to be an actor (at least for the time being) more than anything else. To do this you must have faith in yourself; you must feel that you are going to do a good job. You must, above all, forget that you are you and **be** the character you are trying to portray. Almost literally, you must eat, sleep, and live the person you are portraying.

Second, to be a good actor you must somehow be able to do the almost paradoxical trick of

playing to your audience and at the same time forget that the members of the audience are real. In the play the real people are the characters. When you play to your audience you mentally recognize those for whom you are presenting the play and this recognition helps you overcome stagefright and self consciousness. Remember the audience is **for** you or they would not have come. They are expecting you to do well. Use gestures when appropriate and move naturally on stage or you will look stiff and dead. The character you are portraying is alive, so let the audience feel that he is. You must **be** the part at all times while on stage, not merely when you are speaking. You can't turn acting on and off like a light, it must be a part of you as long as the audience can see or hear you.

Third, you must co-operate with the other characters and with your director. Don't let yourself become self-centered or temperamental. You should feel confident in your own ability but you will spoil the presentation of the play if you do not accord the same privilege of confidence in their ability to the other characters. Do not try to steal the show. You have a part to play and it is not directing the play. If you feel you have a suggestion to make, give it to the director and let her work out what she thinks best and then let it go at that. Try to fit yourself into the play so well that it will be easy for the other characters to do well. If the others do well your part will seem even better.

Fourth, become familiar with stage directions and terms. Remain poised and calm and follow directions as given or as the director may change them to fit your personality better. Try to portray and interpret the play as written. You are the actor, not the playwright.

Isn't it simple? Only four simple rules to remember to become a good high school actor. Of course there are details, such as being at a certain spot on stage at a certain time, but details come easy if you master fundamentals. Details may vary for movies, radio, and television, but fundamentals remain similar.—Doris E. Coberly, De Motte High School, DeMotte, Indiana.

A PRACTICAL BOOK EXCHANGE

Our book exchange is an extracurricular activity which has features perhaps just a little different from the ordinary plan of handling used books. The exchange is located in a small room on the first floor. It is operated by a student manager—usually a senior, who is advised by a member of the faculty.

The novelty of this particular plan lies in the method of selling used textbooks for the pupils. When a pupil wishes to sell his book, he brings it to the exchange. However, he does not receive the cash for it. Instead he is handed a colored receipt upon which is printed an identifying letter and number. The color of the receipt and the letter are a key to what text was left, while the number identifies the particular volume. A duplicate colored, lettered, and numbered stub upon which the student has written his name is pasted on the inside cover of the book.

Selling prices are set by the exchange manager, after appraising the book's condition. They are written on a bulletin board. He uses a previously prepared price list in which practically new books are quoted at 75 per cent, fair books at 60 per cent, and poor books at 45 per cent of the cost when new. Prices are figured to the nearest even nickel.

When the book is sold, the receipt stub is removed and filed, and its color letter and number are posted on a bulletin board. Thus the pupil is notified that his book has been sold and he may present his receipt to claim his money. The exchange deducts a small fee which is used to pay expenses which include pay to the manager and faculty adviser for the extra service they render.

This plan has the advantage that it can be started in any school, with practically no capital invested. It gives pupils an officially recognized method of buying and selling their used books. It returns them a higher price than can be risked by the exchange which proposes to invest cash in buying used books for sale. It has worked successfully in this school for about ten years, and it is patronized by a large group of pupils. Many parents have expressed appreciation for the service rendered and the saving accomplished in the matter of textbook expense.

Like any other extracurricular activity, the success of this plan will depend on the ability and faithfulness of the teacher who advises it. The plan can succeed only if the adviser spends enough time and effort to map out exactly what is to be done, chooses his student managers shrewdly, and then keeps constantly informed to see that errors are not made. The usual book

exchange has failed because no responsible person has done this duty faithfully for any considerable length of time.—Roy A. Welday, Scott High School, Toledo, Ohio.

Comedy Cues

A surgeon, an architect, and a politician were arguing as to whose profession was the oldest.

Said the surgeon: "Eve was made from Adam's rib, and that surely was a surgical operation."

"Maybe," said the architect, "but prior to that, order was created out of chaos and that was an architectural job."

"But," interrupted the politician, "somebody created the chaos first!"—Collegio

Rejoicing In A Flat

Sign on an apartment door: "Saxophone for sale."

Sign on next apartment door: "Hurrah!"

—The Instrumentalist

Could Be

It seems that a little boy walked into a train car one day, and left the door open. An irritated passenger shouted; "Get up and shut that door! Were you born in a barn?" Whereupon the boy immediately closed the door, returned to his seat, and began to cry. The same man, feeling a pang of remorse, went over to console the boy. "Son," he said, "I'm sorry if I hurt your feelings." To which the boy replied, "Oh, you didn't hurt my feelings, but you see, I really was raised in a barn; and everytime I hear an ass bray, I get homesick."

Contortionist

Junior: Gee, Pop, a man's got to be a contortionist to be a success.


Pop: Explain.

Junior: It says here: "To succeed a man must keep his shoulder to the wheel, his nose to the grindstone, his feet on the ground, his eyes to the future, his ear to the track, and his head in the clouds."—Scholastic

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—PERCY R. HAYWARD

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